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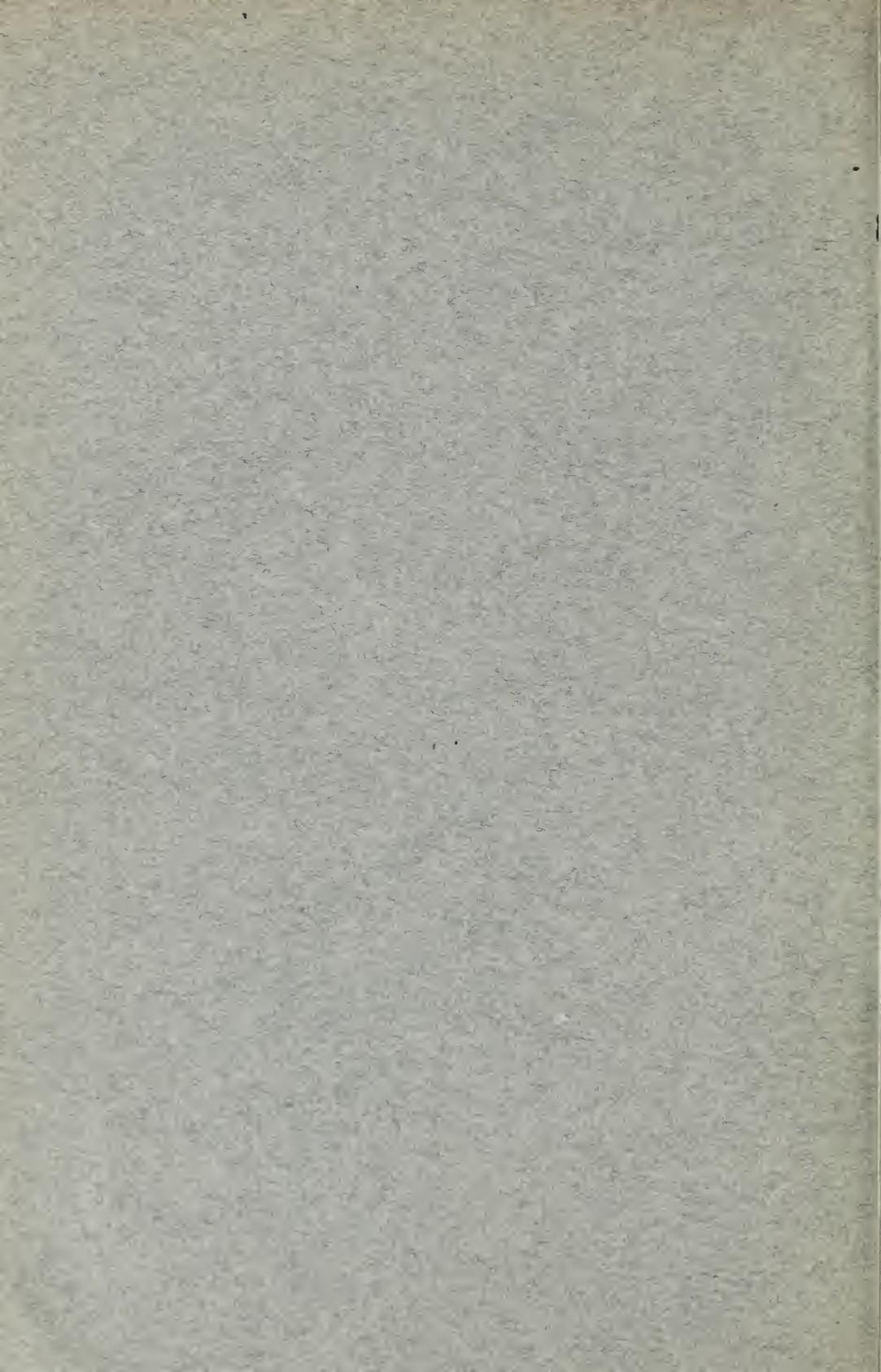
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CORRELATION OF STUDIES WITH THE INTERESTS OF THE CHILD FOR THE FIRST AND SECOND SCHOOL YEARS

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INTRODUCTION

A correlation of studies, to be vitally effective, must be induced by the interests of the child. These interests are determined by the child's nature and by his environment, both of which must be reckoned with constantly in any scheme of correlation.

The center of the child's interests is the home and the little world which lies about the child. Here, before entering school, he spends most of his time, playing with toys, with imaginary beings or things, with his pets, or with other children. He has a few tasks, perhaps, to perform, but these are for the most part light, and require but little of his time. He is seldom quiet during his waking hours unless listening to stories or watching to see how things are done.

Out-door life is attractive to him. He likes the farm because there is plenty of room there and always something of interest going on. He likes the animals and longs to milk the cows and drive the horses. He is keenly alive to all things doing.

When he enters school the different lines of work must connect closely with these live wires of his interests, if his education, so well begun at home, is to be carried on without a break after he enters school.

It will be noticed that in the following outline the correlation of the different lines of work with one another in the first year is slight. The nature of the child—flitting quickly from one thing to another—suggests that this is in favor of the child. Intensive study has no place here where the child is still spending most of his time getting acquainted with the world; a wide range however, is demanded.

CORRELATION OF THE SCHOOL WITH THE HOME—A GENERAL SURVEY OF THE WHOLE NETWORK OF RELATIONS

The influence of the ideal home upon the school and the enrichment of the home life through the school are very prominent during these early years.

The slight tasks which the child has been given to do at home for the purpose of inculcating habits of industry and neatness are continued in the school, each child being responsible for a neat desk, and sharing with the other children the responsibility for a tidy room. Together they keep the books and papers in order on the children's table and care for the plants in the windows. The children who remain at school for lunch eat around a kindergarten table, a teacher presiding at the table. After their lunches are spread out they sing a simple grace and when the meal is over the children clear off the table and brush up the crumbs from the floor before going to their play.

For their construction work they bring from the home wrapping-paper of different colors, wall paper, old seed and furniture catalogs, oat straw, cardboard boxes, pea-pods, and other articles such as every home can furnish. They also gather twigs, burdock burs, wild cucumber pods, wild rose hips, acorns, pebbles, coarse grasses, seeds, flags, and perhaps clay. From these articles, which cost them nothing but the fun of gathering, they learn to make many objects of interest to them, and, because the material is within their reach, they carry on this work at home, answering their own oft-repeated question, "What can I do now, mother?" In making articles at school they are encouraged to think of the home folks. They make holders, table mats, etc., for the mother, and paper dolls, balls, harness, and other things for the younger brothers and sisters.

During the Story Hour they are encouraged to tell to their classmates good stories which they have learned at home. They are also expected to tell at home the stories which they have learned at school. Poems and songs learned at home and at school are also interchanged. This furnishes the best of motives for oral language.

Nature observation is carried on largely outside of school. The questions raised at school, in regard to their pets, domestic animals, birds, plants, flowers, and the garden, are answered by the children after observing the animals and plants at or near their own homes. They are encouraged by the teacher to provide food for the birds and to furnish them nesting places about their homes. From their home garden they bring plants for the school garden, and the school garden, in turn, furnishes plants for the home garden, and also vegetables and flowers.

Games or plays which the child has learned at home, if suitable,

he teaches to his classmates, and the many new games which he learns at school are played in the home, so that the distracting, "What can we play, mother?" does not need to be asked.

In written language the children often write riddles which are taken home for the parents to read and guess. They also write short invitations to their school programs to give to their parents.

One day every week, after the children have learned to read fairly well, they bring short stories from home with which they entertain their classmates.

Through parents' meetings the interaction between the home and the school is intelligently established and carried on. The teacher finds out from the parents how much of the school work is really becoming so much a part of the child that he lives it. She also finds what is failing to reach the child, thus enabling her to revise her work to the benefit of the child. The parents, too, learn what they can do at their end of the line to reënforce the work of the school.

THE FIRST SCHOOL YEAR

LITERATURE

(a) Fairy Stories; (b) Nature Myths; (c) Poems of Child Life and of Nature; (d) Bible Stories.

The Fairy Stories are chosen because they answer to the child's love for the fanciful. Here his imagination has free wing. The stories are short, full of action, and simple, dealing with objects in which the child is already interested. Some of the stories teach good morals and some stories are taught solely for the healthful joy they give the child.

The Nature Myths interpret the phenomena of nature in a child's way.

The Bible characters chosen are those which the little children like best to hear about.

The child builds the stories largely for himself, the teacher guiding by questions. The child illustrates by motions as he goes along. A story thus developed is peculiarly the child's own.

The shortest and simplest stories are taken up the first term.

Fall Term

The Three Bears; Little Red Riding-Hood; The Old Woman and Her Pig; The Story of the Three Pigs; Little Tuppen; Johnny

Cake; Clytie; The Four Musicians; Story of Joseph; A Christmas Gift; Story of the Birth of Christ.

Winter Term

The Fir Tree; Why the Evergreen Trees Never Lose Their Leaves; The Child Samuel; Cinderella; Tom Thumb; The Boy Who Went to the Northwind; Peter and the Magic Goose; The Lion and the Mouse; The Straw, the Coal, and the Bean; The Three Goats Named Bruse; Beauty and the Horse.

Spring Term

The Unhappy Pine Tree; The Ugly Duckling; Moses in the Bulrushes; The Wonderful Pot; The Bird with No Name; The Pea Blossom; Jack and the Bean Stalk; How the Robin's Breast Became Red; An Indian Story of the Robin; How We Came to Have Pink Roses.¹

That the stories be taken up in the order given above is not at all essential; however the arrangement is not wholly accidental as some of the stories have greater interest for the children if presented at a fitting season or on an appropriate occasion.

NATURE OBSERVATION AND EXCURSIONS

Nature observation furnishes the opportunity, for the child to gain accurate and clear pictures of the world about him. The child's question, "What is that?" suggests that this is the time for teaching the names of trees, flowers, weeds, etc. The time is not ripe for scientific study, but the gathering together of a great amount of material and a real interest in these materials make the best of preparation for the building-up, later, of a science.

If possible the children should be taken, early in the fall, to a zoölogical garden or a menagerie, there to become as well acquainted as possible with the bears, a wolf, a lion, and a fox, as these animals appear, some of them again and again, in their stories. They are told before they go that they are to have stories about these four

¹ The sources of the above stories are Grimm's *Fairy Tales*, Andersen's *Fairy Tales*, Baldwin's *Fairy Tales and Fables*, *English Fairy Tales*, by Joseph Jacobs, *How to Tell Stories to Children*, by Sara Cone Bryant, *Danish Fairy and Folk Tales*, by J. Christian Bay, *The Book of Nature Myths*, by Florence Holbrook, *Nature Myths*, by Flora J. Cooke, *Classic Stories for the Little Ones*, Public School Publishing Co., and the Bible.

animals, and are asked to notice them particularly and see if they can tell what these animals might be doing in stories. The day following a visit their observations are called for. After having a story about an animal the children have a poetic interest in it, and if possible should have an opportunity to see it again. If it is utterly impossible for the children to see animals they should be shown good pictures of them, and the size of an animal should be compared with that of an animal which the children know well. Other comparisons should also be made where they can be made to the advantage of the child.

Several visits to the farm and the farmyard should, if possible, be made in the fall, when the weather is good, and in the spring also. If one of the children in the class comes from a farm it would be well to visit his father's farm where he will be the host. The children need to become acquainted with the following animals before taking up certain stories in which these animals figure: the pig (try to drive one), cow, goat, donkey, hen, chicken, duck, and goose. There are many references to the farm and farm animals in their reading, also.

The children should know the various trees mentioned in their stories—the oak, maple, pine, and fir. They should be able to recognize them by shape and by leaf.

They should also become acquainted with the wren, the crow, and the owl, which are objects of interest in some of their stories.

Before taking up the story of "Little Tuppen" the children will have visited a blacksmith's shop and a shoemaker's shop and will have seen men at work in both places. If possible they will also have seen well-diggers and ditch-diggers at work.

The teacher, knowing what stories she is to teach during the year, will have a list made of the animals and plants which her pupils will meet in the stories, a list, also, of the occupations and industries with which the children must become acquainted to understand and to appreciate the stories. Knowing what her pupils will need to know she can arrange to advantage the times and places for the various excursions. There are also trips to the streams and woods in the spring and in the fall.

The primary teacher cannot be tied down to a fixed course in nature observation. She must strike while the iron is hot. If a child brings a turtle into school she lets him show off what it can

do. She seeks to find in what objects in nature and in what special points about these objects the child is interested.

FURTHER SUGGESTIONS FOR NATURE OBSERVATION DURING THE THREE SEASONS OF SCHOOL

Fall Term

Identification of common autumn flowers. Recognition of common trees by their leaves. Seed-dispersal of cocklebur, burdock, milkweed, and thistle. Dog. Cat. Cow. A pet rabbit. The pumpkin. Recognition of the different kinds of evergreen trees.

Winter Term

A mouse (in a cage). The horse. Water, ice, vapor, frost, and snow. The hen. The canary. English sparrow. The apple. Watch for returning birds.

Spring Term

Continue to watch for returning birds. The robin—its life throughout the term. Plant colored beans and lima-beans in the garden. Plant sweet-peas as early as practicable. Plant seeds which children may bring from home. Care for the gardens—keep clean. The pussy willows and willow seeds. Seeds of elm and soft maple gathered. Follow cherry from bud to ripened fruit; apple, from bud to green fruit; dandelion, from bud to ripened seeds. Identification of spring flowers. Development of frog and toad spawn.

BEGINNING READING

1. Based on Games and Plays.

After the children have learned to play a game from oral directions, and are free in the play, written directions are gradually substituted at the board for the oral directions.

2. Based on stories with which the children are acquainted, the children impersonating the characters in the story.

The impersonation is for the purpose of making the story more real, and of avoiding the long, involved sentences used in telling the story. For example, the story of "The Three Bears" is taken as a basis for reading. Every child turns into a Goldilocks. In answer to the teacher's questions, sentences like the following are received and written upon the board:

"I am Goldilocks." "I am in the woods." "What is that?" "What a queer little house!" "I will go in." "What is in the bowls?" "It is soup!" "This is too cold." "This is too hot." "This is just right." "It is good!"

3. Based on stories which are new to the children.

The teacher as she tells the story for the first time writes words and phrases from it upon the board. The children in telling the story point to these words and phrases as did the teacher; e. g., the teacher, in telling the story of "The Little Red Hen and the Fox," writes the italicized words upon the board, thus: Once upon a time *a little red hen* lived in *a little house* in *the woods*. It was a queer *little house*. It looked like this (sketching it upon the board), and in it there was *a little stove* no larger than this (showing at the board), and *a little bed*, and *a little table* set with *little dishes*. Beside *the table* was *one little chair*, etc.

4. Based on Nature Observation.

(a) Riddles: I am small. I was green. I am yellow. I shall be white. (The dandelion.)

(b) A series of short questions about an animal or plant—to be read from the board and answered orally, e. g.: What does the mouse eat? How does it eat cheese? How does it eat sugar? How does it drink? Where does it sleep? etc.

(c) Description of an animal, e. g., a squirrel: This is the fox-squirrel. It lives in a tree. It jumps to another tree. It has sharp teeth. It gnaws into a nut, etc.

GENERAL REMARKS ABOUT THE USE OF THE READER IN THE FIRST AND SECOND GRADES

We now have many excellent Readers. The question of how this good reading-material may be correlated with the interests of the children is an important one. Only a few suggestions will be made here.

1. Choose lessons suitable for the weather, the season, the day we are celebrating, the plays or games which the pupils are interested in. We listen to their conversations to see what is uppermost in their thoughts and are guided in our selection of the lessons of the day by a consideration of the above points. After awhile the children will ask on a rainy morning, "May we read about the rain this morning?" or after the circus has been to town they will ask, "Is

there anything in our Readers about the circus?" When the children thus make the printed page live for them the heart of the teacher may well rejoice. The children are doing their own correlating—the very end she has been working for from the beginning.

2. Have at hand material for carrying out a page of directions given in a Reader, e. g.: Get the table. Lay the cloth. Put the knives and forks on the table. Put the plates on the table.

The children read a direction silently, then one child is called upon to do as directed, or one child directs another child from the book.

3. Prepare for an appreciation of the lesson by having the pupils play beforehand the games which are described in their Readers. The teacher will hear such remarks as this: "Why, that is the way we play the game." "Isn't it queer that the book should tell about the game we have just learned to play?"

4. Prepare for a zest for the story by a study of the picture which accompanies it. The picture tells part of the story; they read to find out more about it. Through the picture study many of the new words in the lesson also are introduced.

BEGINNING WRITING

It is very doubtful whether any writing should be done by the pupils during the first year of school, as the muscles which they need to use are not well developed. If the writing, however, is done at the board, and free, light, large movements are used, it may not be injurious.

The children begin by learning to make the various lines used in writing—the curves, loops, arches, and straight lines, but they do not make them as *lines*, they use them in representing objects of interest to them. The lessons are presented as stories, the story-form unifying the work of the day. The children see in the sketches at the board only the fun of representation and are impressed with the ease with which the drawings are made. Men, children, soldiers, telephone poles, masts of ships, are represented by straight lines; baskets, snowballs, flower beds, rugs, cart wheels, pumpkins, the sun, etc., embody the curves; fishes, tops of wire fences, smoke from the engine, furnish the loops; strawstacks, haystacks, wigwams, hills, the sky, and loaves of bread give the arch. The teacher first tells the story, illustrating as she tells, then the

children illustrate as she tells, after that the children can tell and illustrate. As soon as they get the idea they can make up their own stories and illustrate. The points insisted upon by the teacher are large, free sketches (not perfect forms), and light lines. The children stand well back from the board, grasp the chalk lightly and have fun, but they are preparing to write with ease, although they do not know it. A different story is made for each day so the children never tire of making over and over the same lines, for a single line means one thing one day and another the next.

Their actual writing consists first of naming an object which they have made at the board, so that anyone may know what it is; e. g., a boy, a ball, a bat, the sun. They also learn to write directions for passing the classes, so they may help the teachers; e. g., fly, run, skip. Later they write sentences in which there is much repetition; e. g., the different things they can do with their feet: I can run. I can walk. I can skip, etc. But little of the writing is correlated with their other studies because the pupils have not yet reached the period for free written expression, but the aim has been to develop the work from the side of the child's interests and to fit it to his physical condition.

NUMBER

There is no separate period for number but the work is correlated with construction, representation, literature, nature observation and reading, e. g., in filling out their weather charts each day the pupils learn to read and write the number which expresses the day of the month. In summing up the number of cloudy and of clear days at the end of the week and at the end of the month they learn to add. In folding the paper for their doll's furniture they have four rows of squares with four squares in a row from which they learn three multiplication facts; as they remove some of these squares in making a chair or a table they learn to subtract. They measure their gardens, they find the girth of a big tree thus learning to measure with a yard stick and a tape measure.

REPRESENTATION

(With crayon, crayola, brush, large pencil with soft lead, scissors and paper.)

Much of the representation is correlated with the home, litera-

ture, nature observation and reading, e. g., the children picture the garden at home or one of the rooms, picture the different scenes in Little Red Riding Hood, picture the flowers, leaves, and fruits, and make cuttings or drawings to illustrate some interesting story they have read.

CONSTRUCTION

(With blocks, clay, sand, burs, seed pods, pebbles, twigs, kindergarten sticks, paper tablets, paper and scissors, raffia, corn husks, straw, paper circles, etc.)

This work is correlated very closely with the home, and with all the different branches of school work, e. g., with the blocks the children build representations of their homes, the castles they hear of during the Story Hour, they build a wall around their play gardens, the barn which they saw at the farm. At the sand table with the blocks they make Red Riding Hood's home and her grandmother's house. The forest through which she passed is represented by twigs stuck in the sand; she, her mother, the wolf, the grandmother, and the hunter are made of clay. Her route to her grandmother's is laid out in the sand.

The children gather interesting seed pods in the fall, and then discover how these may be used in making things such as bur baskets, wild cucumber pigs, and milkweed cradles in which they rock clay dolls.

THE SECOND SCHOOL YEAR

LITERATURE

The Story of Hiawatha. Robinson Crusoe. The Hare in the Moon. The Man in the Moon.

The two Nature Myths are given in connection with the story of the moon which Nokomis told to Hiawatha. They are found in *The Book of Nature Myths*.

From Hiawatha the following portions are selected:

Chapter iii: Hiawatha's childhood; beginning with line 64 and omitting lines 86-97.

Chapter iv: Hiawatha's growth into manhood and his dress as a man. Lines 1-25 and 38-49.

Chapter v: Hiawatha's fasting.

Chapter vi: Hiawatha's friends.

Chapter vii: Hiawatha's sailing.

Chapter viii: Hiawatha's fishing.

Chapter x: Hiawatha's wooing. (Only such parts of this chapter are given as will be understood by the children.) As a preparation for this chapter give lines 253-89 of chapter iv.

Chapter xi: Hiawatha's wedding-feast.

Chapter xiii: Blessing the cornfields; beginning with line 97. As an introduction to this chapter tell of the planting of the corn-fields by the Indian women.

Chapter xiv: Picture-writing (omitting lines 130-176).

Hiawatha is a story of primitive life, readily understood by little children. Moreover it is the life of Indians and nearly every child on entering school knows something about Indians and is eager to know more. Hiawatha's knowledge of and love for the animals (Hiawatha's brothers) and the birds (Hiawatha's chickens) and the pupils' interest in Hiawatha give them an incentive for knowing more of animals and birds. Hiawatha's unselfish life (always seeking the good of his people) makes a deep impression upon the pupils. Some of the beautiful figures of speech find appreciation with them, and to this rhythm of childhood they would respond, if they understood not a sentence in the poem.

Robinson Crusoe is an interesting story of adventure. It deals with the beginnings of thirteen of the industries. So simple are they that the children actually follow them, doing just what Robinson Crusoe did, as in making raisins, butter, and flour, or making in miniature such articles as the boat, the furniture, the fence. Through Robinson Crusoe's great need of help which he could not get, the pupils are brought to realize their dependence upon others for the necessities and comforts of life, and to appreciate the value of a division of labor. This is the best of stories for developing the reasoning power of the children, for they have to think Robinson Crusoe out of all the tight places into which he is forced. The moral of the story is excellent. The pupil's say at the close of the story, "I didn't like Robinson Crusoe at first, but now I like him," which means that they disapprove of his laziness, selfishness, and disobedience to his parents, and approve of his industry, perseverance, kindness to Friday, and of his loving care of his old father.

NATURE OBSERVATIONS

1. Topics suggested by the story of Hiawatha:

(a) The corn (Mondamin): watch from planting to harvesting.

(b) Firefly: "the twinkle of its candle."

(c) The rainbow: "the heaven of flowers." (After the children have watched a rainbow, show by the use of the prism how it is made.)

(d) Trees: the bark of the birch, the branches of the cedar, the roots of the larch, the sound of the wind in the pine trees.

(e) Maple sugar made from the sap of the maple.

(f) Sea-gulls: their habits, if children are living near the sea.

(g) "Hiawatha's brothers": children find out all they can about the wild rabbits and squirrels and other animals in the vicinity of the school.

(h) "Hiawatha's chickens": "Learn their names and all their secrets."

(i) Fish: become acquainted with the different varieties mentioned in the story, if living near a lake in which these fish are found.

(j) Crow (raven), as a thief.

2. Topics suggested by Robinson Crusoe:

(a) Wheat: sow, watch, harvest.

(b) Rice: plant, watch, reap.

(c) Goats: as pets; the milk of goats.

3. Other topics:

(a) The garden: made and cared for.

(b) Collections made of nuts and acorns growing in the locality; planting of these nuts in the fall.

(c) Life histories of some of the common caterpillars.

(d) Wild flowers and common weeds; learn their names, associating with each any interesting habit it may have.

(e) Pets and other domestic animals not taken up in the first grade, or further observations made of animals which have been observed during the first year of school.

READING

The Hiawatha Primer; Pets and Companions; Around the World, Book I. The latter book acquaints the pupils with children

of other lands. There are thirty pages about the Indians in this book.)

In Jones' *Second Reader* there is a lesson about "An Indian Boy," and in Cyr's *First Reader* there are a few pages about the Indians.

If the teacher has the lessons in the different Readers for each grade catalogued it will be a great convenience to her in finding the lesson which will most appeal to the children at a certain recitation period; e. g., on the day in which the children are making discoveries about the rainbow they will be interested in reading "The Rainbow" from *Graded Classics*, Book II. There also they will find the poem, "The Bow that Bridges Heaven," and the nature myth of Iris. The two last-mentioned selections are also found in *Art Literature Reader*, Book II. "The Bow that Bridges Heaven" is likewise found in Cyr's *Graded Art Reader*, Book II.

When making maple sugar they find in Cyr's *Reader by Grades*, Book II, the experience of others in making up the sap.

On Washington's Birthday they read about George Washington from Cyr's *Reader by Grades*, Book II. About Thanksgiving time they read of "The Pilgrims" in Jones' *Second Reader*.

When their pets or other domestic animals are being especially observed they read about these animals from several different readers.

Having become much interested in Robert Louis Stevenson through memorizing some of his poems, they read about him in *Art Literature Reader*, Book II.

After having three legends about the moon they add still another by reading "The Children in the Moon" found in *Child Life*, Book II.

These are only a few of many examples of making the reading-lesson live by bringing it into close touch with the present interests of the child.

NUMBER

The forty-five facts of addition, and the multiplication tables of 2's, 3's, 4's, 5's, and 10's are taught by adding scores in games. Some of these games are ring toss, bean bag, hoop and ball, tenpins, and dominoes. To find how great is the gain for the winning

side the pupils must subtract; e. g., the scores for the two sides may be as follows:

| | | |
|-------|-------|-------|
| 3 | 4 | |
| 4 | 3 | |
| 4 | 4 | |
| 2 | 4 | 18 |
| 3 | 3 | 16 |
| <hr/> | <hr/> | <hr/> |
| 16 | 18 | 2 |

In learning the multiplication tables one side may have a row of eight 4's and the other a row of six 4's. The pupils write the results thus:

$$\begin{array}{r} 8 \times 4 = 32 \\ 6 \times 4 = 24 \\ \hline 8 \end{array}$$

The reading and writing of numbers comes in with the keeping of the scores and with the reading or writing of the page in the reader.

Linear measure is used in measuring off the distance one must stand from the board through the holes of which the pupils are to toss the bean bags, or the distance from the stake over which the rings are to be tossed. There is much measuring to be done in the gardens and in their construction work. They measure off Robinson Crusoe's lawn and his fields, and find a tree of the size of the one he used for a boat; they also measure off the ground to find the width and depth of his canal.

The pupils become acquainted with the peck and bushel measures in measuring Robinson Crusoe's wheat and rice (sawdust, perhaps), and in measuring their garden produce.

In playing store the children learn to measure by the yard, by the pint, quart, and gallon, and to weigh with the scales. They also learn to use money and to make correct change, using no larger piece of money than the quarter.

WRITTEN LANGUAGE

1. Picture-writing. (Children write letters using pictures such as Hiawatha used in writing. With each letter they send their interpretation of the symbols.)

2. Short extracts from Hiawatha written in proper form after the pupils have committed them to memory.

3. A record of Robinson Crusoe's work which the pupil's have actually done, describing the processes. (Kept in a notebook.)
4. Descriptions of pictures which the children have drawn to illustrate the stories of Hiawatha and Robinson Crusoe.
5. A list of questions about Robinson Crusoe or Hiawatha which the pupils wish answered.
6. Letters written to children in foreign lands after they read about these children in *Around the World*, Book I, or after they have listened to stories read to them from *Seven Little Sisters*. (The letters can be sent in care of some foreign missionary in the country to which the foreign child belongs.)
7. Reproduction of short stories told to the pupils in simple language, and on an appropriate occasion; e. g., the fable of "The Wind and the Sun" is given on a hot, sunny day.
8. Stories suggested by special days, as "The Pilgrims' First Thanksgiving," given late in November.
9. Accounts of what the pupils have discovered for themselves about some animal or plant.
10. Questions which the pupils would like answered about some animal or plant. (They must answer these questions for themselves by observation.)
 11. Plans and description of their school garden.
 12. Stories of the interesting things which their pets do.
 13. An account of their plays at home.
 14. An account of the work they do at home.
15. An account of their baby brother's or sister's funny ways. (If there is no baby in the family, the baby in which they are most interested will do.)
16. Description of how certain games are played. (Sent to children who do not know how to play these games.)
17. Description of pictures in which there is much action. (The children tell the story which the picture tells them. Each makes his own interpretation, consequently there is no oral preparation.)

NOTE.—The descriptions and stories which the children write are read before some other class. The pupils must read them well so as to entertain this other class. Where illustrations would help to a better understanding or greater appreciation of that which pupils have written, they make sketches as they write. These sketches are made on the margins or in the body of the composition.

CONSTRUCTION

1. As suggested by the story of Robinson Crusoe:

- (a) Robinson Crusoe's raft.
- (b) His tent.
- (c) His cabin (made in the sand table with a hill of stone back of it, and in this hill the cave).
- (d) His double fence.
- (e) His ladder.
- (f) His calendar post.
- (g) His furniture.
- (h) His lamp (of clay) with oil which the children "try out" from suet, and with a wick made by unraveling rope.
- (i) Wheat sown near cabin.
- (j) Raisins (made by drying California grapes).
- (k) Butter (milk is brought to school, the cream is skimmed off and later churned).
- (l) Baskets of willow twigs.
- (m) Wooden spade.
- (n) Jars, plates, and kettles from clay. (The pupils go through Robinson Crusoe's experience in firing).
- (o) Mortar and pestle (by help of older pupils).
- (p) Flour (made by crushing wheat in the mortar and sifting through such a sieve as Robinson Crusoe made. The children make a sieve).
- (q) Clay dishes for baking.
- (r) Bread (as Robinson Crusoe made it).
- (s) Boat.
- (t) Robinson Crusoe's clothes cut out from tough paper, marked to represent hair.
- (u) Umbrella (an attempt at making it).
- (v) Fence for goat pasture.
- (w) Goats (made of clay).
- (x) Footprint in sand.
- (y) Charcoal.
- (z) Friday's tent.
- (a") Boat with sail and rudder (by help of older pupils).
- (b") Litter of branches.
- (c") Soup.

2. As suggested by Hiawatha:

- (a) Hiawatha's wigwam of birch bark, in the sand table, with water (represented by colored paper over which a glass is placed) in front, and the pine woods (represented by pine twigs) at its back.
- (b) His cradle.
- (c) Mats of rushes.
- (d) Bow and arrows.
- (e) Wands of willow colored for invitations.
- (f) Hiawatha's lodge for fasting (in sand table).
- (g) Birch-bark canoe.
- (h) Maple sugar.
- (i) Oil (made by rendering the fat of fowls, or fish).
- (j) Tent of Minnehaha (made of skins on which pictures are drawn).
- (k) Bowls of basswood (by help of older children).
- (l) Vessels of clay, decorated as Indians decorate their dishes.
- (m) Picture-writing on birch-bark, skins, and totem poles.

3. As suggested by number:

- (a) Bean bags. The pupils measure off the bags and cut them out, the older girls sew them up on three sides, then the little children measure out the beans and fill the bags, sewing up the last side

themselves. (b) Large dominoes from heavy paper. (c) Winding of rings for ring-toss. (d) Toy money. (e) Articles for (play) bakery, grocery, and fruit stores: cut out and painted by pupils.

4. As suggested by Written Language:

(a) Blank books in which the pupils write quotations from Hiawatha, paint Indian scenes, and write descriptions of these scenes. (b) Blank books for their records, of Robinson Crusoe's work which they have accomplished. (c) Envelopes for their letters.

5. As suggested by Special Days:

(a) Thanksgiving: Log houses made of twigs and battened with prepared clay; Puritan cradle and other furniture; Puritan hats. (b) Christmas: presents for the father, mother, brothers, and sisters, and less fortunate children. The variety of articles that can be made is great. (c) Washington's birthday: the flag. (d) Lincoln's birthday: log house, rail fence.

This list is not complete; it is simply suggestive.

REPRESENTATION

(With crayon, water colors, crayola, lead pencil, and paper and scissors.)

1. As suggested by the story of Robinson Crusoe:

(a) Robinson Crusoe watching ships come and go. (b) Out at sea. (c) On his raft. (d) Tree in which he slept. (e) His stalk of corn. (f) Barri, his dog. (g) His tent by the sea. (h) The goats. (i) The field of wheat. (j) The turtles. (k) His parrot. (l) Harvesting wheat. (m) The woods through which he went. (n) The sunrise which he describes. (o) In his boat with his umbrella raised. (p) Dressed for a walk. (q) The creek. (r) His corn fields. (s) Friday at Robinson's feet. (t) Robinson's meeting with his old father.

2. As suggested by Hiawatha:

Chapter iii. (a) Hiawatha in his cradle. (b) His home by the sea. (c) Hiawatha and Nokomis. (d) Hiawatha sitting at door of his tent. (e) Watching the moon rise from the water. (f) The rainbow in colors. (g) Hiawatha with his "brothers" and his "chickens." (h) His first hunt. (i) Return from the hunt. (j) Dressed in his new cloak.

Chapter iv. (k) Shooting arrows. (l) Dressed for travel.

Chapter v. (m) Lodge for fasting. (n) Wandering in the woods.

(o) Sitting by the lake. (p) Mondamin (in colors). (q) Mondamin and Hiawatha wrestling, with the heron in the distance. (r) Nokomis with food for Hiawatha. (s) The field of corn.

Chapter vi. (t) Wigwams of the three friends with paths. (u) Chibiabos with his flute. (v) Kwasind clearing the path for his father. (w) Kwasind pitching the rock into the river.

Chapter vii. (x) Hiawatha talking to the birch-tree. (y) Hiawatha talking to the cedar tree. (z) Hiawatha talking to the larch tree. (a") Hiawatha talking to the fir tree. (b") Hiawatha talking to the hedgehog. (c") The canoe. (d") Hiawatha and Kwasind clearing the bed of the river.

Chapter viii. (e") Hiawatha fishing. (f") The sturgeon Nahma. (g") The sea gulls freeing Hiawatha. (h") Nokomis making oil.

Chapter x. (i") Hiawatha at the door of the ancient arrow-maker. (j") The tent of the ancient arrow-maker. (k") The departure of Minnehaha and Hiawatha from the tent of the ancient arrow-maker. (l") Arrival at Hiawatha's home. (m") The wedding feast. (n") Paw-puk-kewis dancing the beggar's dance.

Chapter xiii. (o") The cornfields in spring. (p") The ravens in the corn. (q") The king of ravens on the summit of the wigwam. (r") The corn-husking.

3. As suggested by Nature Observation:

(a) Stalks of wheat. (b) Stalks of rice. (c) Plan of the garden. (d) Flowers. (e) Pets. (f) Other domestic animals. (g) Trees—birch, cedar, larch, pine, and maple. (h) Birds. (i) Fish. (j) Children of other lands. (k) Autumn leaves.

4. As suggested by Number:

(a) Plans for ring-toss and bean-bag boards.

5. As suggested by the home:

(a) The home itself. (b) The children's toys. (c) Their gardens. (d) Trees and bushes about the house—those which they especially like.

6. As suggested by special days:

Objects suitable for each.

OTHER EXERCISES

In both grades an abundance of beautiful and appropriate songs and poems are learned and much rhythm work is given in connection with the Physical Training and Music.

CONCLUSION

Correlation of the child's school life with his home life and the correlation of the different exercises in the school curriculum are worth while, if they unite home and school, give to the child wholesome home occupations, give good motives for work, increase interest in school exercises, promote self-dependence, lead to good habits of thinking, promote thoughtfulness for others, and tend to make school life natural.

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